

## Morningside Middle

1999 Singley Lane  
North Charleston, SC 29405

<b>Grades</b>	6-8 Elementary School	
<b>Enrollment</b>	731 Students	
<b>Principal</b>	Kala Goodwine	843-745-2000
<b>Superintendent</b>	Dr. Maria L. Goodloe-Johnson	843-937-6319
<b>Board Chair</b>	Ms. Nancy Cook	873-760-2635

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	7	21	82	40

## IMPROVEMENT RATING

UNSATISFACTORY

## ADEQUATE YEARLY PROGRESS

NO

This school met 6 out of 25 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	N/A	N/A	No
<b>2004</b>	N/A	N/A	No
<b>2005</b>	N/A	N/A	No
<b>2006</b>	Unsatisfactory	Unsatisfactory	No

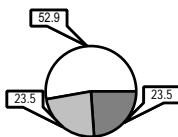
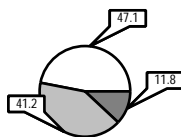
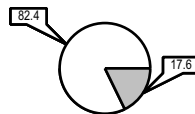
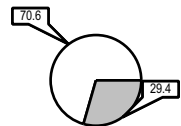
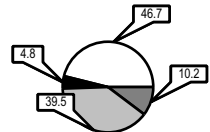
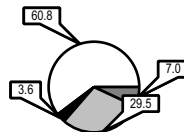
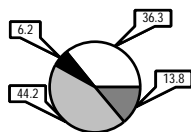
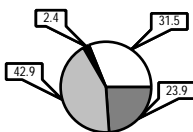
**DEFINITIONS OF SCHOOL RATING TERMS**





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

92.5%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	733	84.7	57.7	36.8	5.3	0.2	10.1	No	No
<b>Gender</b>									
Male	387	79.1	65.0	31.9	3.1	0.0	8.7	N/A	N/A
Female	346	91.0	50.9	41.4	7.3	0.4	11.4	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	82	80.5	46.2	40.4	13.5	0.0	25.0	No	No
African American	601	84.2	59.6	35.8	4.4	0.2	7.8	No	No
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	40	97.5	55.2	41.4	3.4	0.0	13.8	I/S	Yes
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	548	99.1	55.3	39.1	5.5	0.2	10.3	N/A	N/A
Disabled	185	42.2	80.4	15.7	3.9	0.0	7.8	No	No
<b>Migrant Status</b>									
Migrant	3	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	730	84.7	57.8	36.6	5.3	0.2	9.9	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	40	97.5	66.7	33.3	0.0	0.0	3.3	I/S	Yes
Non-Limited English Proficient	693	84.0	57.1	37.0	5.6	0.2	10.5	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	633	86.1	59.4	36.3	4.3	0.0	7.9	No	Yes
Full-pay meals	100	76.0	44.1	40.7	13.6	1.7	27.1	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	733	84.7	56.0	37.8	5.1	1.1	12.1	No	No
<b>Gender</b>									
Male	387	79.1	57.5	34.6	6.3	1.6	11.8	N/A	N/A
Female	346	91.0	54.6	40.7	4.0	0.7	12.5	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	82	80.5	51.9	30.8	9.6	7.7	23.1	No	No
African American	601	84.2	57.8	37.6	4.1	0.5	10.3	No	No
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	40	97.5	48.3	44.8	6.9	0.0	13.8	I/S	Yes
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	548	99.1	53.8	39.5	5.5	1.3	13.0	N/A	N/A
Disabled	185	42.2	76.5	21.6	2.0	0.0	3.9	No	No
<b>Migrant Status</b>									
Migrant	3	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	730	84.7	56.1	38.0	4.8	1.1	11.8	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	40	97.5	46.7	53.3	0.0	0.0	10.0	I/S	Yes
Non-Limited English Proficient	693	84.0	56.5	36.8	5.4	1.2	12.3	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	633	86.1	57.1	37.8	3.8	1.3	10.7	No	Yes
Full-pay meals	100	76.0	47.5	37.3	15.3	0.0	23.7	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	731	86.2	73.3	20.6	3.8	2.3	6.1
<b>Gender</b>							
Male	386	81.6	74.1	19.5	4.5	1.9	6.4
Female	345	91.3	72.4	21.8	3.1	2.7	5.8
<b>Racial/Ethnic Group</b>							
White	81	86.4	50.8	31.1	11.5	6.6	18.0
African American	600	85.2	77.9	17.8	2.6	1.8	4.3
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	40	97.5	60.0	33.3	6.7	0.0	6.7
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	548	98.9	70.5	23.2	3.6	2.7	6.3
Disabled	183	48.1	83.3	11.4	4.5	0.8	5.3
<b>Migrant Status</b>							
Migrant	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	728	86.1	73.5	20.4	3.8	2.3	6.1
<b>English Proficiency</b>							
Limited English Proficient	40	97.5	61.3	29.0	9.7	0.0	9.7
Non-Limited English Proficient	691	85.5	74.0	20.1	3.5	2.4	5.9
<b>Socio-Economic Status</b>							
Subsidized meals	631	86.7	76.8	18.3	3.0	1.9	4.9
Full-pay meals	100	83.0	47.2	37.5	9.7	5.6	15.3

<b>Social Studies</b>							
All Students	730	86.7	65.2	29.5	4.3	1.0	5.3
<b>Gender</b>							
Male	385	82.6	68.7	25.9	4.8	0.6	5.4
Female	345	91.3	61.4	33.4	3.8	1.4	5.1
<b>Racial/Ethnic Group</b>							
White	81	85.2	45.0	36.7	15.0	3.3	18.3
African American	599	86.0	68.6	27.9	3.0	0.6	3.6
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	40	97.5	56.7	36.7	3.3	3.3	6.7
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	548	98.7	61.6	32.9	4.4	1.1	5.5
Disabled	182	50.5	78.0	17.4	3.8	0.8	4.5
<b>Migrant Status</b>							
Migrant	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	727	86.7	65.3	29.5	4.1	1.0	5.1
<b>English Proficiency</b>							
Limited English Proficient	40	97.5	61.3	35.5	0.0	3.2	3.2
Non-Limited English Proficient	690	86.1	65.4	29.2	4.5	0.9	5.4
<b>Socio-Economic Status</b>							
Subsidized meals	630	87.3	67.0	29.0	3.4	0.6	3.9
Full-pay meals	100	83.0	51.4	33.3	11.1	4.2	15.3

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	4	100.0	I/S	I/S	I/S	I/S	I/S
	4	2	100.0	I/S	I/S	I/S	I/S	I/S
	5	14	100.0	I/S	I/S	I/S	I/S	I/S
	6	250	99.6	58.6	31.2	9.8	0.5	10.2
	7	288	99.0	41.6	49.4	9.0	0.0	9.0
	8	225	99.6	37.9	47.3	13.7	1.1	14.8
2006	3	5	40.0	I/S	I/S	I/S	I/S	I/S
	4	9	22.2	I/S	I/S	I/S	I/S	I/S
	5	11	9.1	I/S	I/S	I/S	I/S	I/S
	6	227	89.4	70.5	23.3	5.7	0.6	6.3
	7	228	87.3	56.7	38.6	4.7	0.0	4.7
	8	253	84.6	46.1	48.3	5.6	0.0	5.6
<b>Mathematics</b>								
2005	3	4	100.0	I/S	I/S	I/S	I/S	I/S
	4	2	100.0	I/S	I/S	I/S	I/S	I/S
	5	14	100.0	I/S	I/S	I/S	I/S	I/S
	6	250	99.6	45.1	47.0	5.6	2.3	7.9
	7	288	99.0	53.9	38.0	8.2	0.0	8.2
	8	225	99.6	41.2	52.2	6.6	0.0	6.6
2006	3	5	40.0	I/S	I/S	I/S	I/S	I/S
	4	9	44.4	I/S	I/S	I/S	I/S	I/S
	5	11	9.1	I/S	I/S	I/S	I/S	I/S
	6	227	89.4	56.8	34.1	6.8	2.3	9.1
	7	227	87.2	54.4	38.6	5.8	1.2	7.0
	8	254	83.9	56.2	41.0	2.8	0.0	2.8
<b>Science</b>								
2005	3	4	100.0	I/S	I/S	I/S	I/S	I/S
	4	2	100.0	I/S	I/S	I/S	I/S	I/S
	5	14	100.0	I/S	I/S	I/S	I/S	I/S
	6	250	99.2	72.1	20.9	4.7	2.3	7.0
	7	288	98.6	58.2	35.2	6.1	0.4	6.6
	8	223	99.6	58.8	36.3	3.8	1.1	4.9
2006	3	5	100.0	I/S	I/S	I/S	I/S	I/S
	4	9	44.4	I/S	I/S	I/S	I/S	I/S
	5	11	72.7	I/S	I/S	I/S	I/S	I/S
	6	227	89.0	82.0	14.4	3.1	0.5	3.6
	7	226	87.2	65.1	23.1	5.4	6.5	11.8
	8	253	84.6	71.9	24.3	3.3	0.5	3.8
<b>Social Studies</b>								
2005	3	4	100.0	I/S	I/S	I/S	I/S	I/S
	4	2	100.0	I/S	I/S	I/S	I/S	I/S
	5	14	100.0	I/S	I/S	I/S	I/S	I/S
	6	250	99.2	61.9	30.7	4.2	3.3	7.4
	7	288	99.0	62.9	33.9	2.9	0.4	3.3
	8	224	99.1	54.9	37.9	6.0	1.1	7.1
2006	3	5	100.0	I/S	I/S	I/S	I/S	I/S
	4	9	44.4	I/S	I/S	I/S	I/S	I/S
	5	11	72.7	I/S	I/S	I/S	I/S	I/S
	6	227	89.4	69.6	24.2	5.2	1.0	6.2
	7	225	88.4	58.6	32.8	6.5	2.2	8.6
	8	253	84.6	66.5	31.6	1.9	0.0	1.9

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 731)</b>				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	13.0%	N/A	4.0%	2.8%
Attendance rate	90.1%	N/A	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	14.2%	N/A	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	14.6%	N/A	0.0%	0.0%
Eligible for gifted and talented	3.9%	N/A	3.9%	10.4%
On academic plans	34.1%	N/AV	49.2%	33.6%
On academic probation	9.9%	N/AV	3.0%	1.0%
With disabilities other than speech	14.7%	N/A	7.2%	7.5%
Older than usual for grade	16.3%	N/A	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	5.5%	N/R	0.0%	0.0%
<b>Teachers (n= 53)</b>				
Teachers with advanced degrees	34.0%	N/A	51.8%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	11.9%	N/A	4.8%	2.4%
Teachers with emergency or provisional certificates	5.3%	N/A	2.7%	0.0%
Teachers returning from previous year	71.6%	N/A	83.5%	87.3%
Teacher attendance rate	93.3%	N/R	94.6%	94.9%
Average teacher salary	\$38,662	I/S	\$41,406	\$42,485
Prof. development days/teacher	14.6 days	N/R	14.4 days	13.3 days
<b>School</b>				
Principal's years at school	2.0	N/R	4.0	4.0
Student-teacher ratio in core subjects	17.6 to 1	N/R	16.4 to 1	18.6 to 1
Prime instructional time	82.8%	N/R	88.4%	89.7%
Dollars spent per pupil*	\$5,076	N/A	\$7,691	\$6,557
Percent of expenditures for teacher salaries*	54.7%	N/A	60.8%	64.0%
Percent of expenditures for instruction*	67.7%		68.0%	69.1%
Opportunities in the arts	Good	N/R	Good	Good
Parents attending conferences	55.2%	N/R	99.0%	99.0%
SACS accreditation	No	N/R	Yes	Yes
Character development	Average	N/R	Good	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	10.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	10.5%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	No

\*or greater than last year

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Morningside Middle School is an urban neighborhood school located near the center of the city of North Charleston. The 2005-2006 year at Morningside was a difficult one because we had to contend with a high number of substitutes during the year due to the death of a teacher and other teachers leaving our staff during the school year. A team from the State Department of Education audited our school due to our Unsatisfactory status this year. Their findings indicate we are on the right track for our students to succeed with the proper educational components in place.

A goal for 2006-2007 is to have all our Morningside teachers highly qualified. Our Teacher Coach, Lead Teacher and Turning Points Specialist have done a great job working with our teachers to improve instruction and help us toward this goal. Our teachers and students follow a team schedule by grade level to extend learning time. Four teachers per team specialize in core classes of ELA (English Language Arts), Math, Science and Social Studies. School-wide programs in Successmaker and PACT Math Remediation have helped many of our students make improvements in reading and math skills. Teachers were trained in Differentiated Classroom Instruction to identify multiple ways to meet the academic needs of students in whole group, in small group, and individually, and to provide inclusion in the regular classroom for our Special Education Students.

Morningside Middle School has an after-school comprehensive remediation program. We have also incorporated the MAP (Measure of Academic Progress) testing in the fall and spring to assess student progress. We are now in our 3rd year of our 3-year Turning Points School Reform grant to improve teaching, learning and assessment and to create a school culture and structures that enable all students to learn at high levels. Our Student Notebook Assistance Program (SNAP) will be in place again next year to provide instructional support, structure, accountability and improve organizational skills. The NCS lab using Successmaker software will continue to serve our students to improve math and language arts skills.

Our students need to attend school to improve their academic achievement. We have a Truancy Specialist who calls parents when students are absent. Our Parent Advocate will continue working with students, parents, and teachers to promote student attendance and parent involvement. The South Carolina Palmetto Achievement Challenge Test scores rated Morningside as an Unsatisfactory school with a Below Average improvement rating. We will be anxiously awaiting the 2006 PACT results.

Thomas Rylands, Principal

Rosa Haynes, School Improvement Council Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned			
Percent satisfied with learning environment			
Percent satisfied with social and physical environment			
Percent satisfied with school-home relations			

\*Only students at the highest elementary school grade level at this school and their parents were included.